



**Course:** Psychological Medicine 1 - PSYCHOSOCIAL DEVELOPMENT THROUGH LIFE

**Course Coordinator:** Asst. Professor Marina Letica Crepulja

**Department:** Psychiatry and Psychological Medicine

**Study program:** Integrated Undergraduate and Graduate University Study of Medicine in English language

**Study year:** 1st

**Academic year:** 2020/2021

## SYLLABUS

**Course description (a brief description of the course, general instructions, where and in what form the lessons are organized, necessary equipment, instructions for attendance and preparation for classes, student obligations, etc.):**

The course “**Psychosocial development through life**” is the first-year obligatory course of the Integrated Undergraduate and Graduate University Study of Medicine in English and consists of 40 hours of class: lectures (10 hours), seminars (10 hours), practicals (20 hours) (ECTS 2).

### 1.1. Course objectives

The course **Psychosocial development through life** aims to introduce students to psychosocial approach to human development that emphasizes interaction among the biological, psychological, and societal systems. As a result of maturation and change in each of these systems, individuals’ beliefs about themselves and their relationships are modified. Although each life story is unique, we can identify important common patterns, allowing us to anticipate the future and to understand one another. Psychosocial theory offers a life-span view in which development is a product of the interactions between individuals and their social environments. The needs and goals of both the individual and society must be considered in conceptualizing human development. Predictability is found in the sequence of psychosocial stages, the central process involved in the resolution of the psychosocial crisis at each stage, and the radius of significant relationships. Individuality is expressed in the achievement of the developmental tasks, the balance of the positive and negative poles of each psychosocial crisis and the resulting worldview, and the style and resources for coping that a person brings to each new life challenge.

The main theories of human development will also be analysed. They typically addresses several of the following questions: What is the direction of change over the life span? What are the mechanisms that account for continuity and change? What is the relevance of early experiences for later development? How do physical, cognitive, emotional, and social functions interact? How do the physical and social environments impact development? What factors typically place the person at risk for problems in development at various periods of life?

### 1.2. Course enrolment requirements NO

### 1.3. Expected course learning outcomes

Upon completing the course students will be able to:

- explain the main theories of human development
- understand and describe psychosocial approach to human development
- explain and differentiate stages of development, developmental tasks, psychosocial crises of the life stages, the central process for resolving the psychosocial crisis, radius of significant relationships, coping: prime adaptive ego qualities and core pathologies of each life stage of development

### Assigned reading:

Newman BM, Newman PR. Development Through Life: A psychosocial Approach. Boston: Cengage Learning, 2017.

### Optional/additional reading:

Sadock BJ, Sadock VA, Ruiz P. : Kaplan & Sadock's SYNOPSIS OF PSYCHIATRY, Eleventh Edition, Wolters Kluwer, 2015 (Chapters 2,3,4)

## COURSE TEACHING PLAN:

### The list of lectures (with topics and descriptions):

#### LECTURES

**L1 Theories of development:** The aim is to present the basics of ethological, behavioural, cognitive and psychodynamic theories of psychological development.

The learning outcome: Student is expected to comprehend different theoretical concepts to the development through life.

**L2 The psychosocial approach to development through life:** The aim is to present the interaction of the biological, psychological, and societal systems and also to present basic concepts of Erikson's psychosocial theory: Stages of development; Developmental tasks; Psychosocial crises of the life stages; The central process for resolving the psychosocial crisis; Radius of significant relationships; Coping: prime adaptive ego qualities and core pathologies

The learning outcome: Student should be able to describe the psychosocial approach to the study of development, including the interrelationship among the biological, psychological, and societal systems and to list basic concepts of psychosocial theory.

**L3 The period of pregnancy and prenatal development:** The aim is to summarize the process through which genetic information is transmitted from one generation to the next, to analyze ways that the pregnant woman and the developing fetus influence each other, to explain brain development. The learning outcome: Student should be able to describe the link between genetics and development, interrelationship between pregnant woman and fetus and to explain how brain development is tied to the physical, motoric, sensoric and social maturation.

**L4 Infancy:** The aim is to present development of communication and psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to summarize the beginnings of language competence from birth through the first 2 years of life, to explain the psychosocial crisis of trust versus mistrust; the central process through which the crisis is resolved, mutuality with the caregiver; the prime adaptive ego quality of hope; and the core pathology of withdrawal.

**L5 Toddlerhood:** The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain and define the psychosocial crisis of autonomy versus shame and doubt, the central process of imitation, the prime adaptive ego strength of will, and the core pathology of compulsion.

**Preschool-Early School Age:** The aim is to present psychosocial crisis, explain and discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain the psychosocial crisis of initiative versus guilt, the central process of identification, the prime adaptive ego quality of purpose, and the core pathology of inhibition.

**L6 Middle Childhood Age** The aim is to present psychosocial crisis, explain and discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain the psychosocial crisis of industry versus inferiority, the central process through which the crisis is resolved, education, the prime adaptive ego quality of competence, and the core pathology of inertia.

**Early Adolescence** The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain the psychosocial crisis of group identity versus alienation, the central process through which the crisis is resolved, peer pressure, the prime adaptive ego quality of fidelity to others, and the core pathology of isolation.

**L7 Later Adolescence:** The aim is to present psychosocial crisis, explain and discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to define and describe the psychosocial crisis of later adolescence, individual identity versus identity confusion; the central process through which this crisis is resolved, role experimentation; the prime adaptive ego quality of fidelity to values and ideals; and the core pathology of repudiation.

**Early Adulthood:** The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development. The learning outcome: Student should be able to define and describe the psychosocial crisis of intimacy versus isolation, the central process through which the crisis is resolved, mutuality among peers, the prime adaptive ego quality of love, and the core pathology of exclusivity.

**L8 Middle Adulthood:** The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to define and explain the psychosocial crisis of generativity versus stagnation and the central processes through which the crisis is resolved: person–environment interaction and creativity, the primary adaptive ego strength of care, and the core pathology of reactivity.

**Later Adulthood:** The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development. The learning outcome: Student should be able to define and explain the psychosocial crisis of integrity versus despair, the central process of introspection, the prime adaptive ego quality of wisdom, and the core pathology of disdain.

**L9 Elderhood:** The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcomes: Student should be able to define and explain the psychosocial crisis of immortality versus extinction, the central process of social support, the prime adaptive ego quality of confidence, and the core pathology of diffidence.

**L10 Mortality and Psychosocial Development:** The aim is to explain how mortality influences psychosocial development.

Definition of Death: The aim is to define the biological state of death, including the distinctions between cardiopulmonary and whole-brain death.

**The Process of Dying:** The aim is to describe factors associated with the process of dying and the modern ideal of a good death.

The learning outcomes: Student should be able to explain how mortality influences psychosocial development, to give definition of death, summarize the role of cultural death-related rituals and analyze factors that affect grief and bereavement

#### The list of seminars with descriptions:

##### SEMINARS

###### **S1 Theories of development: Psychoanalytic Theory**

The aim is to introduce the basic psychodynamic concepts: Motivation and behaviour; Domains of consciousness; Three structures of personality; Stages of development; Object relations theory, Ego psychology

The learning outcome: Student is expected to understand and to explain the basic psychodynamic principles and their implications for human development

###### **S2 Theories of development: the Theory of Attachment**

The aim is to present the basics of attachment: Development of attachment; Stranger anxiety; Separation anxiety; Formation of attachments with mother, father, and others; Patterns of attachment; Parental sensitivity and the quality of attachment.

The learning outcome: Student is expected to understand and to explain the basic principles of attachment and their implications for human development.

###### **S3 Theories of development: the Theory of Evolution**

The aim is to present the basics of evolutionary approach to the human development: Ethology; Evolutionary psychology.

The learning outcome: Student is expected to explain the basic principles of the evolutionary approach to human development and to distinguish between ethology and evolutionary psychology.

###### **S4 Theories of development: Cognitive Developmental Theories and Theories of Learning**

The aim is to present the basics of the cognitive developmental theories and theories of learning: Basic concepts in Piaget's theory and stages of development; Social learning theory.

The learning outcome: Student is expected to explain the basic principles of cognitive and social learning theories and their implications to human development and to identify and list stages of cognitive development according to Piaget's theory.

**S5 Hierarchy of needs: Maslow's Theory**

The aim is to present the basics of the Maslow's theory: Five levels of human needs (five stage pyramid-hierarchical organization of needs); concept of self-actualization

The learning outcome: Student is expected to explain the basic principles of Maslow's theory and to identify and list levels of human needs.

**Students' obligations:**

Regular attendance, active participation in seminars and exercises.

**Assessment (exams, description of written / oral / practical exam, the scoring criteria):**

Student grading will be conducted according to the Ordinance on Student Grading at the Faculty of Medicine in Rijeka. Students' work will be evaluated through course activity and on the final exam. Students may achieve up to 50% of the grade during the course and 50% at the final exam.

Students may achieve up to **50% of the grade by taking midterm exam** during the course.

Midterm exam – Test is related to the topics of the lectures and seminars and consists of 25 questions. Two points are given when a question is answered correctly. Max credits = 50 Sufficient - 25 credits. Midterm exams can be retaken in case a student was not present or did not pass the midterm exam. Retake of the midterm exam will be held according to the schedule. To qualify for the final exam, the student must acquire at least 25 credits through the course (midterm).

**Final exam is an ORAL EXAM worth 50 credits.** Sufficient - 25 credits. It consists of 5 questions related to the course topics, and each answer is graded from 0 to 10 credits. Students that have not been present on more than 30% of course units (practicals 30%-6 hours, seminars 30% - 3 hours) are not allowed to take the final exam.

The overall grade is combined from midterm credits and final exam credits which add up to a maximum of 100 credits.

90-100 credits ....excellent ( 5) A; 90-100%

75-89,9 credits ...very good (4) B; 75-89,9%

60-74,9 credits ...good (3)C;60-74,9%

50-59,9 credits ...sufficient (2) D;50-59,9%

0-49,9 credits.....insufficient (1) F; 0-49,9%

**Other important information regarding to the course:**

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**COURSE SCHEDULE (for academic year 2020/2021)**

Date	Lectures (time and place) FACULTY OF MEDICINE	Seminars (time and place) PSYCHIATRIC CLINIC	Practicals (time and place) PSYCHIATRIC CLINIC	Lecturers
30/11/2020 Monday	L1-L2 (12-14)			Marina Letica Crepulja, Assistant Professor
1/12/2020 Thursday		S1/2 (8-10) Psychiatric clinic		Jasna Grković, Assistant Professor

1/12/2020 Thursday		S1/1 (10-12) Psychiatric clinic		Ana Kaštelan, Assistant Professor
1/12//2020 Tuesday			P1-P4/G1 (13-16)	Mersad Muminović MD, Assistant
1/12//2020 Tuesday			P1-P4/G2 (13-16)	Jelena Rebić MD, Assistant
2/12/2020 Wednesday		S2/1 (12-14) Psychiatric clinic		Ana Kaštelan, Assistant Professor
2/12/2020 Wednesday		S2/2 (12-14) Psychiatric clinic		Jasna Grković, Assistant Professor
4/12/2020 Friday			P1-P4/G3 (8-11)	Aleksandra Stevanović, PhD, Assistant
4/12/2020 Friday			P1-P4/G4, G5 (11-14)	Sandra Blažević Zelić, PhD, Assistant Mersad Muminović MD, Assistant
7/12/2020 Monday	L3-L4 (12-14)			Marina Letica Crepulja, Assistant Professor
8/12/2020 Tuesday		S3/1 (10-12) Psychiatric clinic		Ana Kaštelan, Assistant Professor
8/12/2020 Tuesday		S3/2 (12-14) Psychiatric clinic		Jasna Grković, Assistant Professor
8/12/2020 Tuesday			P5-P8/G1 (12-15)	Sandra Blažević Zelić, PhD, Assistant
9/12/2020 Wednesday			P5-P8/G2 (13-16)	Jelena Rebić MD, Assistant
10/12/2020 Thursday			P5-P8/G3, G4 (13-16)	Aleksandra Stevanović, PhD, Assistant Jelena Rebić MD, Assistant
11/12/2020 Friday			P5-P8/G5 (12-15)	Mersad Muminović MD, Assistant
14/12/2019 Monday	L5-L6 (12-14)			Marina Letica Crepulja, Assistant Professor
15/12/2020 Thursday		S4/2 (8-10) Psychiatric clinic		Jasna Grković, Assistant Professor
15/12/2020 Tuesday		S4/1 (10-12) Psychiatric clinic		Ana Kaštelan, Assistant Professor
15/12/2019 Tuesday			P9-P11/G1 (13-16)	Mersad Muminović MD, Assistant
15/12/2019 Tuesday			P9-P11/G2 (13-16)	Jelena Rebić MD, Assistant

16/12/2019 Wednesday			P9-11/G3 (13-16)	Sandra Blažević Zelić, PhD, Assistant
16/12/2019 Wednesday			P9-11/G4, G5 (13-16)	Mersad Muminović MD, Assistant Aleksandra Stevanović, PhD, Assistant
17/12/2020 Thursday			P12-P16/G1 (13-16)	Mersad Muminović MD, Assistant
17/12/2020 Thursday			P12-P16/G2 (13-16)	Jelena Rebić MD, Assistant
18/12/2020 Friday			P12-16/G3, G4 (8-11)	Aleksandra Stevanović, PhD, Assistant Mersad Muminović MD, Assistant
18/12/2020 Friday			P12-16/G5 (11-14)	Sandra Blažević Zelić, PhD, Assistant
21/12/2020 Monday	L7-L8 (12-14)			Marina Letica Crepulja, Assistant Professor
21/12/2020 Monday	L9-L10 (14-16)			Marina Letica Crepulja, Assistant Professor
22/12/2020 Tuesday		S5/1 (10-12) Psychiatric clinic		Ana Kaštelan, Assistant Professor
22/12/2020 Tuesday		S5/2 (12-14) Psychiatric clinic		Jasna Grković, Assistant Professor
22/12/2020 Tuesday			P17-20/G1, G2 (12-15)	Sandra Blažević Zelić, PhD, Assistant Aleksandra Stevanović, PhD, Assistant
23/12/2020 Wednesday			P17-P20/G3 (14-17)	Mersad Muminović MD, Assistant
23/12/2020 Wednesday			P17-P20/G4 (14-17)	Jelena Rebić MD, Assistant
24/12/2019 Thursday			P17-P20/G5 (13-16)	Aleksandra Stevanović, PhD, Assistant

**List of lectures, seminars, and practicals:**

	LECTURES (Topics)	No. of teaching hours	Place
L1	Theories of development	1	FACULTY OF MEDICINE
L2	The psychosocial approach to development through life	1	FACULTY OF MEDICINE
L3	The period of pregnancy and prenatal development:	1	FACULTY OF MEDICINE
L4	Infancy	1	FACULTY OF MEDICINE
L5	Toddlerhood Preschool-Early School Age	1	FACULTY OF MEDICINE
L6	Middle Childhood Age Early Adolescence	1	FACULTY OF MEDICINE
L7	Later Adolescence Early Adulthood	1	FACULTY OF MEDICINE
L8	Middle Adulthood Later Adulthood	1	FACULTY OF MEDICINE
L9	Elderhood	1	FACULTY OF MEDICINE

L10	<b>Mortality and Psychosocial Development</b>	1	FACULTY OF MEDICINE
	<b>Total number lecture hours</b>	<b>10</b>	

	<b>SEMINARS (Topics)</b>	<b>No. of teaching hours</b>	<b>Place</b>
S1	<b>Theories of development: Psychoanalytic Theory</b>	2	PSYCHIATRIC CLINIC
S2	<b>Theories of development: Theory of Attachment</b>	2	PSYCHIATRIC CLINIC
S3	<b>Theories of development: the Theory of Evolution</b>	2	PSYCHIATRIC CLINIC
S4	<b>Theories of development: Cognitive Developmental Theories and Theories of Learning</b>	2	PSYCHIATRIC CLINIC
S5	<b>Hierarchy of needs: Maslow's Theory</b>	2	PSYCHIATRIC CLINIC
	<b>Total number seminar hours</b>	<b>10</b>	

	<b>PRACTICALS (Topics)</b>	<b>No. of teaching hours</b>	<b>Place</b>
P1-P4	<b>P1 Theories of development /The psychosocial approach to development through life</b> Case Studies and Online sources discussion/analysis	4	PSYCHIATRIC CLINIC
P5-P8	<b>P2 The period of pregnancy and prenatal development/ Infancy</b> Case Studies and Online sources discussion/analysis	4	PSYCHIATRIC CLINIC
P9-P11	<b>Toddlerhood / Preshool-Early School Age / Middle Childhood Age/ Early Adolescence</b> Case Studies and Online sources discussion/analysis	4	PSYCHIATRIC CLINIC
P12-P16	<b>Later Adolescence / Early Adulthood / Middle Adulthood / Later Adulthood</b> Case Studies and Online sources discussion/analysis	4	PSYCHIATRIC CLINIC
P17-P20	<b>Eldehood / Mortality and Psychosocial Development / Definition of Death / The Process of Dying</b> Case Studies and Online sources discussion/analysis	4	PSYCHIATRIC CLINIC
	<b>Total number practicals hours</b>	<b>20</b>	

	<b>MIDTERM EXAM</b>
1.	12/01/2021 12:00-12:45

	<b>MIDTERM EXAM RETAKE</b>
1.	4/02/2021

	<b>EXAM DATES (final exam)</b>
1.	02/02/2021
2.	15/02/2021
3.	07/07/2021
4.	10/09/2021